ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED002087	N.A.	N.A.	

4. AUTHOR(S).
Hickerson, Nathaniel

5. TITLE OF DOCUMENT ABSTRACTED:
Some Aspects of School Integration in a California High School

6. PUBLICATION TITLE:
The Journal of Negro Education

7. EDITOR(S):
Daniel, Walter G.

8. PLACE OF ORIGIN
ORG. Howard University Press
ST. Washington 1, D.C.
CITY, STATE
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
Howard University Press
Washington 1, D.C.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1965	8

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☒ NO ☐

COPYRIGHT RELEASE FILED
YES ☒ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☒
FINAL ☐
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
Report

16. INDEXING TERMS (6-12)

IQ ratings	discrimination		
community attitudes	track system		
extracurricular activities	secondary schools		

17. ABSTRACT (MAX. 250 WORDS)

The purpose of this study was to learn whether Negro and non-Negro students receive similar kinds of formal and informal educational experiences. The sample consisted of Mexican-American and Filipino-Americans in the same high school. Use was made of student records including curriculum track, IQ score, and parents' occupations.

The large majority of Negro students was in noncollege-preparatory fields, although there was no correlation between this fact and their IQ ratings. Filipino students, who had only a slightly higher IQ rating than Negroes, but a much lower IQ rating than whites, were almost entirely in college-preparatory classes. This reflects the community situation in which there are no professional Negroes among a Negro group of 5,000. The community as well as the school does not encourage Negroes to improve their socioeconomic standing.

There is no prohibition in the high school against Negro students' participating in interscholastic swimming, tennis, or golf; however, Negroes are barred from the community country club. Negro students rarely paticipate in high social clubs and in general social affairs of the community.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

ED002087

THE JOURNAL OF NEGRO EDUCATION

A Quarterly Review of Problems
Incident to the Education of Negroes

VOLUME XXXIV SPRING 1965 NUMBER 2

CONTENTS

EDITORIAL COMMENT: NEGRO EDUCATION AND WELFARE ONE HUNDRED YEARS AFTER APPOMATTOX

TEACHING NEGRO CULTURE IN HIGH SCHOOLS – IS IT WORTHWHILE? *William C. Pickens*

SOME CORRELATES OF REPORTED ACADEMICALLY SUPPORTIVE BEHAVIORS OF NEGRO MOTHERS TOWARD THEIR CHILDREN *Staten W. Webster*

THE UNEMPLOYMENT RATE AND GRADE LEVEL RELATIONSHIP IN CHICAGO AS REVEALED IN THE 1960 CENSUS *Andrew J. Hargrett*

SOME ASPECTS OF SCHOOL INTEGRATION IN A CALIFORNIA HIGH SCHOOL *Nathaniel Hickerson*

THE CHILD-REARING ATTITUDES OF DISADVANTAGED, NEGRO MOTHERS AND SOME EDUCATIONAL IMPLICATIONS *Norma Radin and Constance Kamii*

SOME PERSONAL AND SOCIOLOGICAL VARIABLES ASSOCIATED WITH THE OCCUPATIONAL CHOICES OF NEGRO YOUTH *Phyllis F. Herson*

THE UNION ARMY AS AN EDUCATIONAL INSTITUTION FOR NEGROES, 1862-1865 *John W. Blassingame*

REPRINTED ARTICLES:

THE OVERLOOKED POSITIVES OF DISADVANTAGED GROUPS *Frank Riessman*

PLANNING FOR THE LANGUAGE DEVELOPMENT OF DISADVANTAGED CHILDREN AND YOUTH *Eunice Shaed Newton*

CURRENT LITERATURE: REVIEWS

CURRENT TRENDS IN NEGRO EDUCATION AND SHORTER PAPERS:

Section A: *They Spoke of Their Futures With Hope* (Homer Hamilton)

Section B: *Assistance Desired by Counselors from the State Department of Education* (Lawrence C. Bryant)

Section C: *Impressions of Short Term Counseling Interviews Among 187 Freshmen Students at Gibbs Junior College* (Edward D. Hayes)

Section D: *Arousing Parent Interest in a Program for the Culturally Deprived* (Evelyn Sacadat)

Published for The Bureau of Educational Research, Howard University, by The Howard University Press, Howard University, Washington 1, D. C.

Office of Education-EEOP
Research and Materials Branch

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED032987

Some Aspects of School Integration in a California High School

NATHANIEL HICKERSON

Assistant Professor of Education, Center for Teacher Education, Tulane University

The large majority of Negro Americans living in the North reside in the large industrialized urban areas. Almost every Northern industrial city has experienced a sharp rise in Negro population, particularly in the last decade or two. The Negro population in New York, for example, has increased by more than 300,000 since 1950.[1] In California the Negro population has soared to more than 800,000, an increase in twenty years of nearly three-quarters of a million.[2] Most of the Negroes who have migrated to California have settled in the large urban sections of Los Angeles County and the San Francisco-Bay Area.

With this large migration of Negroes from their traditional Southern homes to the cities of the North and the West, and the subsequent increase in enrollment of Negroes in the public schools in these sections, the question arises whether the Negro newcomers are receiving the same kinds of education as their white schoolmates, particularly in the high schools.

This abstract will be concerned with summarizing the findings of a doctoral dissertation[3] dealing with the education of Negro high school students in a Northern integrated high school. The dissertation was completed by the author at the University of California (Berkeley) in 1962.

The purpose of the study was to learn whether Negro and non-Negro students receive similar kinds of formal and informal educational experiences in a California high school. Since the high school under study has, in addition to a sizeable Negro population, a large Mexican-American enrollment and a somewhat smaller Filipino-American enrollment, it will be possible to examine these two groups separately in relation to the Negroes and whites.

PROCEDURES

A comparison will be made between Negro and non-Negro students relating to their assignments and participation in six areas of the high school program. So as to present a more comprehensive picture, comparison will also be made of Negro and non-Negro students whose fathers are employed as skilled and semi-skilled workers, and/or first grade non-commissioned officers in the armed forces. Further, comparison will be made of students of similar I.Q.'s Finally, comparison will be made between students of similar I.Q.'s whose fathers are similarly employed as skilled or semi-skilled workers and/or non-commissioned officers in the armed forces.

The six areas of the high school pro-

[1]Theodore H. White, *The Making of the President.* New York: Atheneum Publishers, 1961, p. 231.

[2]Wilson Record, "Racial Integration in California Schools," *Journal of Negro Education,* 27:18 (Summer, 1955).

[3]Nathaniel Hickerson, "Comparisons Between Negro and Non-Negro Students in Participation in the Formal and Informal Activities of a California High School," (Doctoral Dissertation, University of California, Berkeley, 1962).

gram upon which the comparisons will be based are:

1. Assignment of students by counselors to A, B, or C class sections.
2. Participation of students in college preparatory, secretarial, clerical, and general program courses of study.
3. Participation of students in those college preparatory classes which are elective, i.e., chemistry, physics, second-year algebra, trigonometry, and foreign languages.
4. Participation of students in club activities, designated by this writer as academic clubs: Mathematics Honor Society, Science Honor Society, Romance Language Club, California Scholarship Federation, Creative Writing Club, Future Teachers of America, the Key Club, and Student Government.
5. Participation of students in service club activities, designated by this writer as non-academic: Band, Pep Band, Pep Club, Cheer Leaders, Pom-Pom Girls, Homemaking Club, Electronics Club, Future Business Leaders of America (hereafter referred to as FBLA), Girls' Athletic Association (hereafter referred to as GAA), Junior Red Cross (hereafter referred to as JRC), Drama Club, the school newspaper, and the school yearbook.
6. Participation of boys in interscholastic team activities.

The Community

Deltatown, (a fictitious name) where the high school under study is located, lies in the San Francisco-Bay area. It is a river city of a population of approximately 30,000 inhabitants. Deltatown was founded in the last half of the nineteenth century. Its first settlers were chiefly of Italian, Greek, Welsh, Irish and Scotch-English ancestry. For many years there was only one Negro, a former slave, in the community. A few Chinese and Mexican families were among its first citizens. Early in its history, coal mining and fishing were the major industries. Although the mines were at some distance from Deltatown, its port facilities for shipping coal and its development as a fishing center brought prosperity. The fishing industry attracted many Sicilian and Italian families to Deltatown. By the turn of the century, Italian-Americans were the largest single ethnic group in the thriving city.

Today Deltatown is an important industrial center, with at least seven major industries within the city limits, or just outside. More than half of the work force in Deltatown is employed in the local mills or in the retail enterprises patronized primarily by the factory workers.

In Deltatown the Negroes are employed as skilled, semi-skilled and unskilled laborers. There is widespread unemployment among Negro people. There were in 1962, at the time of this study, no Negro executive or professional men or women (except for eight or nine school teachers) in the community although the Negro population is approximately 5,000.

No Negroes are enrolled in two of the elementary schools or in one of the junior high schools in Deltatown. This situation arose out of housing practices. Negroes are confined almost entirely to the deteriorated oldest section of the city, and to one other area in the eastern end of the city with well-defined limits. As a consequence of this housing pattern, Negro students form the bulk of the student population in some schools and are totally absent in others. In one elementary school, for example, more than 85

per cent of the students are Negroes. The site which has already been selected for a new high school is placed close to a white residential neighborhood. This may result in an all-white attendance. In recent months some charges have been made by Negro leaders in Deltatown that the new high school site was chosen to make it unavailable to Negro students. Moreover, the Negro leaders charge that one of the all-white elementary schools, and the all-white junior high school, both built within the last five years, were so placed and the attendance boundary lines so fixed, as to assure the exclusion of Negro students. The school officials maintain that these schools were built, and others will be built as the demand arises, around new population centers.

Research Design

Deltatown High School, a three-year school, has an enrollment of approximately 960 students. Of this number, about 65 students were eliminated from the study as they were newcomers to the school and as a consequence there was insufficient information available about them.

Table I indicates that of the 896 students under study, 63 per cent are Caucasian, nearly 19 per cent are Negro, something more than 13 per cent are Mexican-American, and just under 5 per cent are Filipinos.

Procedures for Obtaining Data and Types of Data Gathered

All school records relating to individual students were reviewed. The writer also visited a number of factories in Deltatown and the immediate vicinity to obtain accurate descriptions of the jobs in which the fathers of the high school students were employed. After agreement between the writer and employment office personnel at the respective factories as to the kind of jobs considered unskilled, semi-skilled and skilled according to the occupation scale being used, classifications were determined. In this way the specific jobs and their classifications were defined for the fathers of more than 400 students.

TABLE I

Number and Percentage of Students in Each Ethnic Group of the Study

Group	F*	%
Negro	167	18.64
White	561	62.61
Mexican-American	118	13.17
Filipino	44	4.91
Total Non-Negro**	729	81.36

*F= Frequency
**Includes 4 American-Indian and 2 Chinese students.

All accumulated information was transferred to IBM cards and processed with the aid of IBM sorting machines. The identical data were placed on two separate sets of cards and the material tabulated twice to minimize the possibility of inaccuracy. An occupational scale based on the North-Hatt Scale as modified by Alan B. Wilson, Department of Education, University of California, Berkeley, California, 1960, was used.

Statistical Treatment

Straight percentages were used to compare the Negro with the non-Negro groups.

Findings

Two patterns emerged from the data concerned with placement of Negroes in

the A sections of English, the college preparatory program track and the elective college preparatory classes.

First, on the basis of percentage, the number of Negro students in the A sections of English, the college preparatory program tracks, and the elective college preparatory classes is appreciably smaller than the percentage of the number of students in the white, Mexican-American or Filipino groups similarly enrolled. Conversely, the percentage of Negro students in C sections in English and in the general program track is considerably higher than for the other groups. These results prevail when students in the entire study population are compared. They also obtain in most cases when Negro students are matched with the students in the other groups on the basis of father's occupation as skilled or semi-skilled workers, or as non-commissioned officers in the U. S. Armed Forces. Finally the results are the same when the Negro students are matched with the students of the other groups on the basis of similarity of father's occupation as previously noted, and similarity of IQ as well.

Second, the Mexican-American and Filipino minority groups are closer to the white group in percentages of students assigned to A, B, or C sections in English, program tracks, and/or elective college preparatory classes, than is the other minority group, the Negroes. The data indicate that there is little difference in percentage between the white and Filipino groups when they are matched on the basis of similarity of IQ and father's occupation. Although there are some differences between the white and Mexican-American groups, they are not nearly as great as the differences between the white and Negro groups even when matching takes place.

Typical of the findings are the data obtained by comparing the number of students of the Negro and non-Negro groups who were placed in the various program tracks who were in the first and third quartiles based on IQ scores.

The data relating to participation of students in the informal activities of school life reveal that large numbers of Negro students participate in those activities which are concerned with music (Band and Pep-Band) and athletics. Although Negroes do not compete in swimming, tennis or golf, they are well represented on the other interscholastic athletic teams and are even sometimes the majority group. Only a few Negroes of the entire study population belong to academic clubs or the Pep Club, and of these just one student, whose father is employed as skilled or semi-skilled worker, has academic club membership.

Conclusions

The question arises how these findings are to be explained. Do the Deltatown High School officials deny the Negro students equal opportunities to take part in the academically-oriented program of the school because they are Negroes? Does this condition exist because the intelligence and ability of the Negro students — except in a few instances — are not of a sufficient high order to enable them to meet the requirements of the academic program? Do the Negro students at Deltatown High School place little value upon academic or college preparatory education? Do pressures from the Negro student group cause many Negro students to reject some school values, including emphasis upon academic or col-

TABLE II

PLACEMENT OF STUDENTS IN PROGRAM TRACKS*

Program Tracks	Negro F	Negro %	White F	White %	Mexican-American F	Mexican-American %	Filipino F	Filipino %	Total Non-Negro F	Total Non-Negro %
First Quartile IQ Scores										
TOTAL	7		77		13		3		94	
College Preparatory	4	57.14	59	76.62	11	84.61	3	100.00	73	77.66
Secretarial (Girls)	..	....	4	12.90	1	20.00	..	....	7	17.95
Clerical	1	14.29	6	7.79	..	..	..	....	6	6.38
General	2	28.57	8	10.39	1	7.69	..	....	9	9.57
Third Quartile IQ Scores										
TOTAL	25		73		23		9		106	
College Preparatory	1	4.00	13	17.81	1	4.35	3	33.33	17	16.04
Secretarial (Girls)	2	18.18	14	34.15	1	10.00	..	....	16	28.59
Clerical	1	4.00	10	13.28	2	8.69	3	33.33	15	14.15
General	21	84.00	36	49.32	19	82.61	3	33.33	58	54.72

*Students in this table matched for similarity of fathers' occupations, as skilled and semi-skilled workers or as members of the Armed Forces.

**One American-Indian student is included.

lege preparatory education and participation in certain kinds of extra-curricular activities? Do the school authorities at Deltatown High School, aware of the limited professional and executive employment opportunities for Negroes, consider it more realistic to encourage the Negroes to graduate from high school without preparation for any given vocation? Is it traditional at Deltatown High School that Negroes should take part only in certain kinds of extra-curricular club activities and athletics and not in other extra-curricular activities and athletics?

It was not within the scope of this study to gather evidence to learn whether teachers, counselors, or administrators at Deltatown High School discourage most Negro students from participating in the academic life of the school. Neither was it the purpose of this study to establish whether school personnel discourage students from joining particular academic clubs or athletic teams at Deltatown High School. It was not the purpose of this study to investigate such evidence and no conclusion can be drawn which would lead to the assumption that active dis-

crimination against Negro students is extant at Deltatown High School. Nonetheless, some thought seems inescapable on how the personal attitudes of the members of an all-white faculty and administration may affect the behavior of Negro students. It may be assumed that in an all-white faculty and administration of more than fifty, individual biases exist. (As noted before, there are no Negro teachers, counselors or administrators in Deltatown High School.) One writer has stated: "It would seem safe to estimate that at least four-fifths of the American population lead mental lives in which feelings of group hostility play an appreciable role."[4]

It has been suggested that the intelligence level of Negroes might make it difficult for more than a few in any school to compete with non-Negro students in the academic or college preparatory-oriented life of an American high school. For example, Shuey presents a strong argument in defense of the position that Negroes have less intelligence than whites, when intelligence is measured by I.Q. scores."[5] However, close examination of the data in this study reveals that Negro Intelligence is apparently not the determining factor in and is irrelevant to the statistical results. The data show a remarkable coincidence between whites and Filipinos of similar assignment to A English sections, placement in the college preparatory program track, and enrollment in elective college preparatory courses; conversely, the percentage of Negroes in Deltatown High School is much higher in the C sections and the non-specific general program track. Certainly it is understood that the more intelligent students in a high school should be found in the A English sections and college preparatory classes and that the less intelligent students should be assigned to the C sections and the general program track. Yet the mean I.Q. scores of the four ethnic groups in this study show that the Filipino and Negro intelligence levels are remarkably similar, while the I.Q. scores of the Filipinos differ markedly from those of the whites.

Table III shows that Filipino senior students at Deltatown High School average only 2.73 in mean I.Q. scores above Negro seniors in mean I.Q. scores. At the same time the mean I.Q. of the Filipino seniors is more than 10 points below that of the whites. Among the junior and senior students, the Filipinos average only somewhat more than 3.5 points above the Negroes, yet they are nearly 7 points below the whites. As noted before, Filipino students whose fathers are skilled or semi-skilled workers, or are members of the U.S. Armed Forces, show remarkable similarity to white students whose fathers are similarly employed in percentage of students in A English sections, the college preparatory program track, and elective college preparatory courses. At the same time, as in the case of the entire study population, the Negroes whose fathers are skilled or semi-skilled workers, or non-commissioned officers in the U.S. Armed Forces are far more numerous in the C English sections and the general program track than are the Filipinos whose fathers are similarly employed. Table III also shows that there is practically no difference in the mean I.Q. scores of Filipino and Negro seniors, while the whites average almost ten points higher than both.

[4] Gordon W. Allport, and Bernard M. Kramer, "Some Roots of Prejudice," *Journal of Psychology*, 21:9-36 (1946).

[5] Audrey M. Shuey, *The Testing of Negro Intelligence*. Lynchburg, Virginia: J. P. Bell Company, Inc., 1958, p. 318.

TABLE III

COMPARISON OF MEAN I. Q. SCORES, ACCORDING TO GROUPS

	Negro		White		Mexican-American		Filipino	
	A*	B**	A	B	A	B	A	B
Seniors	90.00	92.61	102.87	102.40	94.12	92.41	92.73	92.73
Juniors and Sophomores	89.11	89.76	99.41	97.05	94.73	95.10	92.74	92.17

*Group A: 896 students studied
**Group B: Students whose fathers are employed as skilled or semiskilled workers or as non-commissioned officers in the U. S. Armed Forces.

Among the juniors and sophomores, the Filipinos average only less than 2.5 points higher than the Negroes and almost 5 points lower than the whites.

If the I.Q. scores indicate that, except in rare cases, the Negro students at Deltatown High School are incapable of strong academic work, could not the same be said of the Filipinos?

It was not the intention of this study to measure the extent and effect of aspiration in the attitudes of the student toward school. Perhaps Negroes in Deltatown High School do not consider college preparatory education as particularly useful for them. It is possible that many Negro students of the high school do not receive the same kind of support from parents to do well in school as students of other ethnic groups. If it is true that Negroes do not place as much emphasis on college preparatory education, and that parental support is not as strong for Negro students as for other students, the question arises as to why. There is some evidence that many Negro students at Deltatown High School seem to lose interest in the academic areas of school as they move toward the senior year. It is interesting to note that of the 19 college preparatory Negro students at Deltatown High School, 13 are sophomores, 5 are juniors, and only one is a senior. Among the whites the figures show 111 sophomores, 67 juniors, and 73 seniors are college preparatory students.

No effort was made in this study to measure the effect of ethnic peer group pressure upon the individual members within the ethnic group. It is highly possible that such pressure is strong in the case of the Negro students. A visit to the campus at Deltatown High School is sufficient to observe that Negro students interact almost entirely among themselves in the non-structured school situations. Mexican-American and Filipino students intermingle quite freely with their white schoolmates.

This isolation of the Negro group, whatever its cause, may contribute to a stronger solidarity and stricter adherence to peer group values on the part of Negroes than might be found among the non-Negro groups.

There is no prohibition at Deltatown

High School against Negro students taking part in interscholastic swimming, tennis, or golf. Neither is there any regulation which limits the number of Negro students who may join the Pep Club. Certainly there is no law prohibiting Negro girls from becoming Cheer Leaders or Pom-Pom Girls. Nevertheless, Negroes evidently do not participate in these activities, except in rare instances.

Within the framework of this study it can be pointed out that there is in many ways a remarkable similarity between Deltatown High School and the city of Deltatown, as far as the role of the Negro is concerned. In the high school few Negro students are preparing for college. In Deltatown there are no Negroes in occupations requiring college degrees (except for the few teachers in elementary and junior high schools). In high school seemingly litle positive effort is made by school officials to encourage capable Negro students to enter or remain in the college preparatory or secretarial program tracks. As has already been mentioned, on the basis of percentage, Filipinos are almost four times as numerous as Negroes in college preparatory classes, although I.Q. scores indicate little difference between the two groups. It is possible that much of this difference in percentage of Filipino students as compared with Negro students in college preparatory classes may be explained by pressures exerted on Filipino students by forces outside of the school. The question then arises, is it the duty of Deltatown High School actively to encourage capable students including many bright Negroes to enter the college preparatory or secretarial programs even if such encouragement is not forthcoming from forces outside of the school? Certainly Deltatown does not encourage its Negro population to attempt to change its role in the community by ascending the economic and social ladder. It would appear that Deltatown High School, like the community in which it functions, also creates a climate in which economic and social mobility for the Negro is not achieved.

Negro students in Deltatown High School rarely participate in clubs which are entirely social in nature (Pep Club, Cheer Leaders, Pom-Pom Girls). Negro students in Deltatown do not often participate in the general social affairs of the community.

Negro students at Deltatown High School are not members of the swimming, golf, or tennis teams. In Deltatown the country club is closed to Negroes and there is therefore less opportunity for Negroes to swim or play tennis, and no opportunity to play golf in the immediate vicinity.

Deltatown High School in relation to its Negro students appears to mirror the relations of Deltatown to its Negro population. Deltatown High School provides the Deltatown community where it functions, with what that community appears to require of its Negro citizens to remain as it now is. Deltatown High School, wittingly or unwittingly, apparently does little to encourage its non-Negro students to alter the image of Negroes created by practices and customs common to the community.